



"The School Where Education Has No Limits"  
 2424 Dr. Martin Luther King Jr. Street  
 Indianapolis, Indiana 46208

<b>School:</b> Flanner House Elementary School
<b>School Address:</b> 2424 Dr. Martin Luther King Jr. Street Indianapolis, Indiana 46208
<b>Mission Statement:</b> The mission of Flanner House Elementary School is to develop its students to their highest potential. By educating the "whole person" through fostering critical thinking a, problem-solving and character building skills that promote academic excellence. By building a solid foundation that provides positive motivation for lifelong learning.
<b>School Leader/Principal:</b> Ms. Frances Malone, Director of Education-----Ms. Latika Warthaw, Principal
<b>Chair, Board of Directors:</b> Ms. Pat Roe, President, Board of Directors
<b>Current Grades Served:</b> Kindergarten through 6 <sup>th</sup> grade
<b>Current Enrollment:</b> 211
<b>Grade Span for Next Charter Term:</b> Kindergarten through 6 <sup>th</sup> grade
<b>Maximum Enrollment for Next Charter Term:</b>

## **Executive Summary for Flanner House Elementary Renewal**

Flanner House Elementary school was originally conceived from a very small private school. The school operated under the name of Flanner House Academy. Students attending the school were from first through third grades. During the school's third year of operation Charter Schools were approved by Indiana State Legislature. Understanding charter schools offered many differences than the traditional public school. Should the Academy seek to become a charter school there were pros and cons. A few of each are listed below.

### **Pros:**

- Parents will have a choice for their child's education
- Tuition free education
- Choice of innovative and creative curriculums
- Teachers would be given the opportunity and freedom to express and create different teaching methods, while demonstrating an increase in student's assessment scores.
- Students from every district throughout the state of Indiana could enroll.

### **Cons:**

The cons presented a great challenge for FHES and great planning and concern if the school were to become a charter and remain successful.

- Accountability for measuring student's academic growth would be new and different for Flanner House. Consideration to different data was now a fact the state mandated ISTEP standardized assessment, as well as Indiana Charter schools were to take NWEA test. In contracts with authorizers, schools were to select yet another standardized assessment.
- The school would need to meet Annual Yearly Progress (AYP); failure to meet would result in the school being placed on Improvement Plan.
- Being first or pioneers made the school somewhat of a "pilot school".
- Financing the school's start up cost could be an ordeal.
- Teachers meeting state licensing requirements.

Much consideration was given to the above; however, it was decided Flanner House Academy would apply for a charter through the Mayor of Indianapolis, Indiana.

Approval from the Mayors charter school board for Flanner House to start Flanner House Elementary was a joyful time for many. Needless to say this was not the case for a few families and their children. Many of the academy students did not make it through the lottery. This was devastating to families who had children who had been at Flanner House since the age of three years old. However, the business of educating both previous and new students was the priority and had to be the main focus then and now for Flanner House Elementary School.

The curriculum is built around the five key areas: Reading, Mathematics, Science, History and the Arts. In addition, project base learning is a great part of FHES curriculum. However, what makes the project learning unique to Flanner is the parental involvement. Projects are for all grades Kindergarten through 6th grade. The projects are assigned each quarter and the research is completed under the supervision of the parents. Projects are aligned with the grade levels and the Indiana academic standards for the particular subject areas.

The teachers, administrators, and board of directors of the school believe children achieve and retain more when parents are actively involved in their child's education. Therefore, FHES uses project base learning as a means to continuously involve the parent. What makes project base learning different at Flanner House is the research and planning must involve the parent and student participating together. Projects may cover the gambit from drawing a map from student's home to FHE. The visual aide must show particular historical landmarks along the route as well as other noted items. Other projects have been researching what happened in history on the day the student was born. Students and parent receive directions and rubric for the project. Students give an oral presentation of the fact finding mission.

Parents are very important to their children's education, they are the first teachers and we as educators become their partners. At Flanner House Elementary School parents sign a covenant with the school to provide 20 hours of volunteer service per year. Parents also realize that the undertaking of children's education is taken very seriously at FHE. Parents come to school every nine weeks for parent conferences. Grades are never sent home there is always a face to face conference. There have been times when a telephone conference had to happen. However, in the seven year history of the school the attendance for parent conference day has

always been outstanding. The percentages of parent participation has been as high as 100% to the lowest being 94%.

This is outstanding when you consider 92% of the parents are employed, 3% are enrolled in school while 3 -4% are unemployed, incarcerated, or have other social issues.

Although Flanner House Elementary school has realized tremendous success as a charter school however there have been many challenges along the way. Children experience stress and many other issues due to family dynamics. FHE tries to reduce stress on students so that learning can be optimized. The school rules are based on fundamental principles that provide clear guidelines for student behavior. Teachers believe that a positive approach to discipline incorporates logical consequences, respect and maintains students' dignity. The "NO EXCUSE" approach is used at Flanner House Elementary School.

- a. No excuse for not being involved in your child's education.
- b. No excuse for not having homework prepared.
- c. No excuse for not following the uniform dress code.
- d. No excuse for not following the discipline policy
- e. No excuse for not being a successful student.

This year staff, students, and parents were disappointed that the test scores for the state assessment (ISTEP) were not what was expected of Flanner House Elementary students. The school's principal, staff, and parents have formed teams to support researched based strategies which will produce results with student scores. Several initiatives have been tried for students with diverse learning needs; but there remains a need to increase the emphasis on lifting the performance of students who are underachieving and to ensure appropriate provisions for students with challenging behavior. A decline in the test scores are also a representation of poor teacher performance in certain grade levels. Subsequently, those teachers have been replaced. The most challenging of all has been the fluctuation in the numbers for enrollment.

## SUMMARY OF FINDINGS

### **Core question1: Is the educational program a success?**

- **1.2 Are students making a substantial and adequate gain over time, as measured using value-added analysis?**

Students are gradually making progress toward the Mayor's standard of at least 75% of students making sufficient gain. Although FHES has noted a decrease in academic performance, the school's trend is moving in a positive direction. In 2010, Flanner House Elementary students will have made adequate gains to meet the indicated standard. Therefore, the school will approach and maintain an average over the 75% expectation of the Mayor.

### **Core Question 2 Is the organization effective and well run?**

- **2.2 Are the school's student enrollment, attendance, and retention rate strong?**

The school achieves very high marks for attendance. The average rate for attendance has been between 96%-97%. While the attendance has been excellent we cannot boast on the retention and the enrollment. The first years the enrollment and retention caused for a lottery every school year. A waiting list was maintained for most grades. The student population consists of several sibling groups. The grades of the school are kindergarten through 6<sup>th</sup> grade. When a student is promoted from the 6<sup>th</sup> grade we are finding the majority of parents move all siblings from the school. Several parents have moved their children to other charter middle schools where they have access to an elementary charter school. Several have selected to move their children at the end of the 5<sup>th</sup> grade due to Indianapolis Public School offering the medical magnet for 6<sup>th</sup> graders. Many decide they want diversity in the classrooms. The school had a marketing person, who developed a plan to bring other racial groups to the school. Television appearances and enrollment campaigns are a part of the plan to increase enrollment and bring about diversity in the school. The school has had billboards ads on public transportation and many other

avenues have been traveled and tried, but there has not been an increase. It could well be in the name of the school as well as location. The name Flanner House has always been associated with the African American community.

The school amended the contract with the authorizer to include seventh and eighth grade. The thought was this would help with the retention and school enrollment. However, after the first year of this plan administration and the board made the decision that the building does not lend itself for these grades

The building and learning cottages are not cosmetically pleasing to everyone's eye. However, the education that is provided in the building and learning cottages is equal to programs that are provided in many new school buildings. Other reason we are not making the projections is the lack of square footage (space).

The elementary school board is in the process of strategic planning and beginning of a capital campaign for the funding of the new facility. CSO with Geupel and DeMars Architectural firms have been hired to give assistance and advice to the school board through this period.

A decision was made to have two kindergarten classes. The director of education thought this would give an excellent base for retaining students. This plan failed; all students did not return for 1<sup>st</sup> grade. Retention of kindergarten was near 65% projection was for 90% to return. It is now believed that parents use or want the full day kindergarten and at no cost. The school cannot continue to offer full day kindergarten. Title I kindergarten will continue being offered as a full day program. Children are selected for this kindergarten based on their assessment scores.

- **2.3 Is the school's board active and competent in its oversight?**

The board has been very active during this charter term. During the term of this charter several difficult decisions had to be made. The board did not hesitate to demonstrate their commitment to the students and to the mission of the school. Recently the board, parents, staff, and others from the community have begun meeting on Saturdays to complete the strategic

planning process. The consultant has been extremely pleased with the commitment from the board. The elementary school board is in the process of strategic planning and beginning of a capital campaign for the funding of the new facility. CSO with Geupel and DeMars Architectural firms have been hired to give assistance and advice to the school board through this period.

- **2.5 Is the school administration strong in its academic and organizational leadership?**

In this area the school received meets standard although we consider this to be acceptable there have been changes. These have been for the betterment of the school. Indiana charter school law does not require for the school to have a licensed and certified principal. When the school received authorization the Director of Education assumed the responsibilities of principal. After consideration the board of the elementary school employed a licensed principal. The school year of 2006/2007 Flanner House Elementary School had the first principal. The principal was exceptionally knowledgeable of test taking skills, and the assimilation of assessment data. However, in the spring we were informed she would not be returning due to husband being transferred out of state. Immediately a search team was put in place and a new principal was hired for the 2007/2008 school year. This is the first principal position she has experienced. Her passion for teaching and her desire to see children achieve was outstanding. The one thing that was so impressive in her interview was a statement she made. How she would expect for the staff “to meet the child where they were.” If it took doing six different lesson plans for one academic concept that would be what was expected. Differentiating in teaching was and is a must in every classroom. The change was difficult for parents, students, but mostly staff.

The Director of Education has been with the school since the inception and with the sponsoring agency for 38 years. However as professionals everyone has always kept the mission of the school first and foremost.

**Core question 3: Is the school meeting its operation and access obligation.**

- **3.1 Has the school satisfactorily completed all of its organizational structure and governance obligation.**

There was great difficulty maintaining the accountability binder in the very beginning of the charter term. Staff responsibilities were later changed and the binder has been maintained with excellence. However with resignations, illnesses, and new staff several of the old problems began to appear. However, there is now a system in place and improvement has been witnessed. A deadline has been given to the responsible staff.

- **3.4 Is the school properly maintaining special education files for it's special needs students.**

The school was found not to be in compliance in this area. This was a major concern for the administrators of the school. This called for a serious action plan. The teacher of record along with the other special education staff met to discuss changes in folder protocol. Immediately systems were implemented. Sign in and out sheets were put in every folder. A rotation plan was put in place. Every month 3-4 special education student folders were randomly selected to assure that all folders meet state guidelines. Although the changes were implemented there is room for more improvement. FHE School is a member the Ball State University's Virtual Special Education Coop or VSEC. The school administration, board of directors, and staff has not been fully satisfied with the services being provided. Therefore FHES has sought another provider, Institute of Excellence, headed by two renowned educators, who are experts in the field of special education.

**Core Question 4 Is The School Providing The Appropriate Conditions for Success.**

- **4.1 Does the school have high quality curriculum and supporting materials for every grade?**

Flanner House Elementary School has always provided teachers the opportunity to purchase extra curriculum enhancers for the classroom.



Classrooms are stocked at the very start of school. The staff has worked together on a needs analysis to see how the school could improve. There was a need to purchase more rigorous mathematics curriculum. Saxon Math was purchased after close examination of other math curriculums... Saxons appeal came from the constant reviewing. The manipulatives that accompany the curriculum were child friendly, extremely educational, and very appealing. The 2008/2009 school year FHES purchased and adopted a new Science and Social Studies curriculum for grades kindergarten through 6<sup>th</sup>. The literacy component remains the guided and structured Open Court series. All curriculums are aligned with the Indiana state standards.

- **4.2 Are the teaching processes consistent with the schools mission?**

Teachers participate in professional development as well as have grade level meetings, modify lesson plans to meet the needs of all students, as well as provide lessons that meet the learning styles and state standards. The principal makes regular visits to classrooms and gives feedback on instruction and lesson. A standard form has been implemented and is used by the principal during classroom observation. This form provides immediate feedback to teachers. Another form is provided when the principal is doing an informal walk through. A more extensive form is completed and a conference is conducted when completing the formal evaluation process. On occasion the principal will correspond by email.

- **4.5 Has the school developed adequate human resource systems and deployed its staff effectively?**

The school has incorporated various levels of professional development. The staff has participated in the following:

- 1)ISTEP Testing Data Workshop(s)
- 2) Reading and Literacy Group mini workshops
- 3) NWEA training sessions
- 4) Guided Reading Workshop
- 5) 6 Traits of Writing and Response to Intervention.

Some of the workshops are attended by a small cohort and/or group of teachers. These teachers are responsible for implementing and presenting information through staff development workshops. Symphony Orchestra provides ongoing series of professional development for the staff. The

Symphony has proven to be a great partner for the school. The professional development they provide is to demonstrate how to integrate fine arts into all areas of the core curriculum.

## **SECTION B. SUSTAINING AND IMPROVEMENT SUSTAINING SUCCESS**

### **A. The Governing Board**

Most charter schools can instantly describe the success stories of their school. Flanner House Elementary School is no different from many in this area. Part of the discussion would center on the support the school receives from the board of directors. While this is true, if we look back on the accountability report it shows that improvement is necessary. The current board president and the director of education have implemented a timeline for success and sustainability of FHES Governing Board.

<b>Task</b>	<b>Activity</b>	<b>Beginning</b>	<b>Complete</b>	<b>Responsible</b>
1 FOLLOW BYLAWS IN REGARDS TO TERM LIMITS	STUDY BYLAWS AND MAKE SUGGESTED AMENDMENTS.	IMMEDIATE	ON-GOING	BOARD PRESIDENT AND BOARD OF DIRECTORS
2 FILL VACANT BOARD SEATS.	BEGIN SEARCH	WHENEVER VACANCY OCCURS	ON-GOING	CURRENT BOARD MEMBERS AND ADMINISTRATIVE STAFF
3. INCREASE NUMBER OF BOARD MEMBERS	REVIEWING /CHANGING OF BYLAWS	JANUARY 2009	ON GOING	BOARD SEARCH COMMITTEE
4 ANNUAL SCHOOL BUDGET	PREPARED AND APPROVED	APRIL OF EVERY YEAR	JUNE 15, EVERY YEAR	FINANCE COMMITTEE
5 STRATEGIC PLAN	COMPLETION	IMMEDIATE	JUNE 2009	BOARD CHAIR
6. NEW BUILDING AND CAPITAL CAMPAIGN	COMPLETION	CURRENT	2010	BOARD PARENTS STAFF AND COMMUNITY
7. STUDENT ACADEMIC SUCCESS	REVIEWING AND INPUT OF TEST SCORES	IMMEDIATE	ON GOING	CURRICULUM COMMITTEE

## **B. The Leadership Team**

There is uniqueness to the leadership team of Flanner House Elementary School. Although to some this is very positive, it can also be interpreted by some as a very negative feature of the school. There is a great wealth of experience within the leadership team. The Director of Education has thirty-eight years of experience at Flanner House Inc. Being the Director of Flanner House of Indianapolis, Inc. Child Development Center, for more than thirty years this can and has created a problem at times. Especially

However, the current board chair is very intuitive and recognized this was a situation that needed immediate attention. The board has given permission for the Director of Education to be very creative. The use of flextime, setting up computer and working from home, this was necessary for the growth of the school as well as assisting the new principal in establishing her authority. The position at this time is more of the role of mentor, and advisor. In the future parents will have developed the confidence necessary to assist and encourage others to come to FHE. The relationship between the school Principal and the Director of the Child Development Center have been encouraged. This is crucial for school to remain a success. When the elementary completes its build and moves out of Flanner House Inc's building this partnership is crucial to future plans of the elementary school. There is a possibility the elementary school would pursue a prekindergarten program in 2010.

The leadership team is committed to raising test scores and investigating other avenues to increase and stabilize the enrollment. The future is very promising for FHES.

## **C. The Teaching Staff**

Schools of the same size and nearly the same makeup of the student body as Flanner House Elementary often experience high staff turnover along with disgruntled staff. However, the staff at FHES enjoys the well disciplined students and the tremendous amount of parental participation. The staff has many years of experience however continuous staff development is a requirement. Professional development keeps staff aware of new trends in education. Thus this allows for improvement and growth in the school.

Highly qualified staff will be considered for employment at FHES. It is a mandate of “No Child Left Behind” for teachers, and paraprofessionals to be highly qualified. Flanner House Elementary follows this guideline. Currently there are staffs working to become highly qualified. The school has given notice and deadlines to staff holding Emergency License Permit. Title I stipulates that a percentage of the contract dollars must be used to assist Title I staff in becoming highly qualified. A tuition reimbursement plan was set up for Title I staff. Future school growth will make it necessary for the hiring of teachers all of whom will be highly qualified. Future plans are to offer foreign language and a choice of music or art. Thus meeting a part of the school’s mission statement to develop “the whole child”. As well as making the school more competitive for student choice.

- **2 Ongoing Improvement**

As stated throughout this document FHES realizes that ongoing improvement is needed to maintain high quality education. It is the purpose of the school to provide a curriculum for all children to realize success. This is accomplished through differentiating in teaching. Staff or professional development has to be taken seriously. Flanner House Elementary cannot and will not let their students become part of a negative statistic. On the other hand the students will become a part of the statistic report showing how successful students can be when they have motivated caring teachers and involved parents. The curriculum meets the states academic standards and the need of every child. FHES obligation to students, parents, community, and authorizer is to offer an educational program where children realize success and are given the tools necessary for lifelong learning. The following table is an outline of ongoing school improvements

<b>TASK</b>	<b>ACTIVITY</b>	<b>BEGINNING</b>	<b>COMPLETION</b>	<b>RESPONSIBLE</b>
1 CONTINUE MONITORING ALIGNMENT OF THE CURRICULUM WITH STATE AND LOCAL STANDARDS	HIRE CONSULTANT TO COME TO SCHOOL TO WORK WITH TEACHERS ON EFFECTIVE TEACHING PRACTICES FOR STUDENT SUCCESS.	IMMEDIATE	2010	DIRECTOR OF EDUCATION, PRINCIPAL
2 PROVIDE ACCESS	SEEK FUNDING FOR STUDENT TAKE	DECEMBER	SEPTEMBER 2009	BOARD, CERTIFIED STAFF, AND

TO TECHNOLOGY OPPORTUNITIES FOR STUDENTS AND STAFF.	HOME LAP TOP COMPUTERS.  USE OF INNOVATIVE TECHNOLOGY PROJECTS	2008  JANUARY 2009	ON-GOING.	PARENTS
3 INCREASE THE NUMBER OR PERCENTAGE OF STUDENTS MAKING 75% OR BETTER ON THE STATE ISTEPAS WELL AS NWEA IN LANGUAGE ARTS, READING, AN	INTEGRATING READING AND WRITING  USE OF REPETITIVE/PATTERN BOOKS AND POEMS (KINDERGARTEN)  WHOLE GROUP READING  ONE-ON-ONE READING WITH CROSS-GRADE BUDDIES  STUDENTS WILL PARTICIPATE IN "READ TO SUCCEED" CHALLENGES.	IMMEDIATE  IMMEDIATE  IMMEDIATE  IMMEDIATE  DECEMBER 2008  JANUARY 2009	ON-GOING   ON-GOING  ON-GOING  ON GOING  ON-GOING	PRINCIPAL, TEACHING STAFF, PARENTS.   PRINCIPAL, TEACHING STAFF, PARENTS.  HIGHLY QUALIFIED STAFF. CERTIFIED  HIGHLY QUALIFIED STAFF. CERTIFIED  HIGHLY QUALIFIED STAFF. CERTIFIED
4 IDENTIFY GAPS IN CURRENT CURRICULUM.				HIGHLY QUALIFIED STAFF. CERTIFIED ADMINISTRATORS
5 SPECIAL EDUCATION WILL REALIZE 100% OF IEPS COMPLETED AND ACCEPTED ON TIME.	CASE CONFERENCES HELD ON TIME BEFORE THE 45 DAY LIMIT. DEADLINE OF 45 DAYS IS A NEW REGULATION FOR FHES	JANUARY 2009	ONGOING	PRINCIPAL, RESOURCE TEACHER SPECIAL ED. TEACHERS INSTRUCTIONAL
6 SPECIAL EDUCATION, AND OTHER STUDENT GROUPS WITH			ONGOING	PRINCIPAL CERTIFIED STAFF

ENRICHMENT PROGRAMS IN THE ARTS.				
7. MATH SCORES 75% SHOWING INCREASES IN STUDENT ACHIEVEMENT	PROVIDE A FAMILY MATH NIGHT.	JANUARY 2009	ONGOING	PRINCIPAL CERTIFIED STAFF PARENTS, AND STUDENTS
8. MAINTAIN CERTIFIED STAFF	LOCAL MONEY, GRANTS, AND PRIVATE FUNDS	MARCH 2009	ON-GOING	BOARD OF DIRECTORS DIRECTOR OF EDUCATION
9. INDIANAPOLIS SYMPHONY SPONSORED PROGRAM WITH VARIETY OF CHARACTER EDUCATION PROGRAMS, NOT LIMITED TO, BUT INCLUDING CHARACTER COUNTS! LIFE-BUILDING VIOLENCE PREVENTION, LEARNING FOR LIFE, AND KIDS CONNECT CONNECTION.	CONTINUED PARTNERSHIP WITH INDIANAPOLIS SYMPHONY	JANUARY 2009 CONTINUE FOR 7 YEARS	JUNE 2009 JUNE 2016	PRINCIPAL STAFF OF BOTH ORGANIZATIONS ISO
10. INCREASE OPPORTUNITIES FOR STUDENTS TO PARTICIPATE IN COMMUNITY SERVICE LEARNING PROJECTS. EXAMPLES:	4THGRADE BOOK CLUB WITH SENIOR CITIZENS.  FHES FREEDOM SINGERS PERFORMING FOR LOCAL CHILDREN'S HOSPITAL.	JANUARY 2009  APRIL 2009	ONGOING BECOME PART OF SCHOOL CURRICULUM AND CULTURE	DIRECTOR OF EDUCATION(GRANT) PRINCIPAL CERTIFIED STAFF

4THGRADE BOOK CLUB WITH SENIOR CITIZENS. FHES FREEDOM SINGERS PERFORMING FOR LOCAL CHILDREN'S HOSPITAL.			ONGOING BECOME PART OF SCHOOL CURRICULUM AND CULTURE	
11 STUDENTS CURRENTLY READING BELOW GRADE LEVEL	ADDITIONAL READING INSTRUCTION WILL BE GIVEN THROUGH TITLE I PULL OUT AND AFTER SCHOOL PROGRAM	CURRENT	ONGOING FOR SCHOOL SUCCESS	PRINCIPAL TITLE I COORDINATOR
12. LEADERSHIP WILL CONTINUE TO EXAMINE STUDENT'S PERFORMANCE DATA REGULARLY. TO MONITOR AND EVALUATE GOALS AND OBJECTIVES OF STUDENT LEARNING TO SUSTAIN CONTINUOUS IMPROVEMENT.	THE REFINEMENT OF GOALS AND OBJECTIVES WILL OCCUR TO MEET THE ACADEMIC NEEDS OF ALL STUDENTS.	JANUARY 2009	JUNE @))( AND ONGOING	BOARD OF DIRECTORS DIRECTOR OF EDUCATION  PRINCIPAL  PARENTS

Through this document we have tried to explain why we will accept only success now and for the future. The hopes and vision for FHES is to continue to walk forward in the legacy, principles, and foundations on which was built. The following table displays the projections for the future growth of FHE

TASK	ACTIVITY	BEGINNING	ENDING	RESPONSIBILITY
IMPLEMENT DEVELOP AND DESIGN PROGRAM FOR TEACHERS IN AREAS OF IDENTIFIED WEAKNESSES	SET UP A TIME SCHEDULED WHERE THIS CAN BE ACCOMPLISHED DURING WORKDAY	JANUARY 2009	ON GOING	PRINCIPAL
COMMITT TO DATA DRIVEN INSTRUCTION		IMMEDIATE	ONGOING	PRINCIPAL AND CERTIFIED STAFF
SCHOOL WIDE WRITING PROMPTS	WEEKLY PARAGRAPH WRITING	IMMEDIATE	ONGOOING	PRINCIPAL AND CERTIFIED STAFF
CELEBRATE STUDENT MATH AND SCIENCE ACCOMPLISHMENT	WEEKLY ASSEMBLY CELEBRATE MASTERS OF SCIENCE AND MATH	IMMEDIATE	ONGOING	TEACHERS AND PRINCIPLE
BEGIN STUDENT SCHOOL NEWS LETTER				
BUILDING OF COMMUNITY PARTNERSHIPs Ex. CENTER FOR LEADERSHIP DEVELOPMENT, PEERLESS PUMP COMPANY	MEETING WITH BUSINESS NEIGHBORS	DECEMBER 2008	ONGOING	DIRECTOR OF EDUCATION, PRINCIPAL BOARD CHAIR
BUILD A RELATIONSHIP WITH FUNDERS	MEETING WITH AND ATTENDING MORE FUNCTIONS IN COMMUNITY.	IMMEDIATE AND ONGOING	ONGOING	MAJOR SCHOOL LEADERSHIP



BUILD A STRONG RELATIONSHIP WITH OTHER CHARTER SCHOOLS-MIDDLE AND HIGH SCHOOL TO MAINSTREAM THE STUDENTS OF FHES. THUS RELIEVING STRESS FROM PARENTS AND STUDENTS.	BEGIN DISCUSION WITH AT LEAST THREE SCHOOLS WITHIN THE CHARTER SCHOOL NETWORK	IMMEDIATE	ONGOING	LEADERSHIP TEAM
BUILDING COMPLETION	CAPITAL CAMPAIGN	JANUARY 2009	JUNE 2009	BOARD OF DIRECTORS DIR. OF EDUCATION COMMUNITY
ENHANCE THE COLLEGE VISITATION PROGRAM.	SEEK SPONSORS	SPRING 2008	ONGOING	DIRECTOR OF EDUCATION PRINCIPAL 6 <sup>TH</sup> GRADE TEACHER
ENHANCE STRATEGIES THAT PROMOTE A SAFE AND SECURE LEARNING ENVIRONMENT	DEVELOP SMALL GROUPS TO BE EDUCATED IN PROCESS	SUMMER 2009	ONGOING	TEACHERS PRINCIPAL

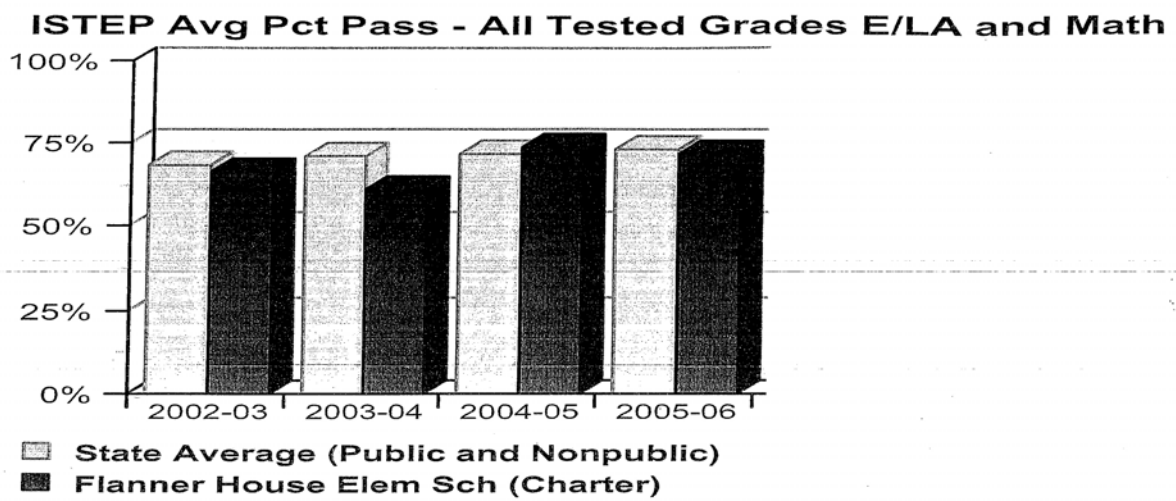
The school will continue to develop a plan to increase the enrollment of Flanner House Elementary school. The plans are to have and intense enrollment campaign and to investigate and implement a program to diversify the student population. The school will continue to make learning exciting for children and to develop students who have the ability to pass standardized test. FHES will promote great character building skills in students. FHES will continue to maintain a relationship with parents where they realize and understand we are partners in the education of their child.

## ATTACHMENTS

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## ATTACHMENT A

### FLANNER HOUSE STATISTICS FOR ISTEP



## ATTACHMENT C

### Flanner House Elementary Pre-Observation Conference Agenda

Teacher \_\_\_\_\_

Grade/Subject Area \_\_\_\_\_

Date of Observation \_\_\_\_\_

Time \_\_\_\_\_

**Directions:** Please complete and return this form to the principal prior to or at the Pre-Conference.

1. What is the lesson that I will be observing and what state standards will be addressed?
2. What specific teaching strategies will you be using in this lesson?
3. How will you assess student understanding and mastery of the lesson's concepts and skills?
4. Describe how you will differentiate instruction to address the students' various learning levels and styles.
5. Describe any specific aspects of the lesson you would like me to observe and would like for me to provide feedback.

\_\_\_\_\_  
Teacher's Signature      Date

\_\_\_\_\_  
Administrator's Signature      Date

# Flanner House Elementary

## Teacher Evaluation Report

Teacher \_\_\_\_\_

Date \_\_\_\_\_

Grade: \_\_\_\_\_

Codes: 1 = Significant Strength  
2 = Effective  
3 = Needs Improvement  
4 = Unacceptable

<b>Instructional Skills</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Speaks with a clear voice				
Presents lessons in a fluent and well-organized manner				
Demonstrates knowledge of subject matter				
Uses a variety of teaching methods and strategies to motivate students				
Makes appropriate and clearly defined assignments				
Provides prompt feedback on student work				
Uses positive reinforcement and correction techniques				
Provides an opportunity for students to present ideas and suggestions				
Provides for individual differences				
Keeps current and well prepared lesson plans				
Follows established curriculum and state standards				
<b>Classroom Management</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Maintains classroom discipline				
Provides a clear set of rules and procedures				
Maintains proper supervision				
Shows prudent judgment in insuring student safety				
Maintains a positive learning environment				
Begins instruction on time and keeps students on task				
Uses displays, learning centers, and bulletin boards to stimulate learning				
Keeps accurate and complete records				
Maintains a neat and orderly classroom				

<b>Professional Qualities</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Is regular in attendance <i>low absenteeism</i>				
Is punctual and meets deadlines				
Uses correct grammar and spelling in oral and written communication				
Is flexible – adapts to changes				
Accepts constructive criticism and suggestions				
Conducts self in a professional manner				
Is reasonable and impartial when dealing with students <i>Respect worth and dignity of students</i>				
Uses professional discretion and observes confidentiality when discussing school business				
Keeps parents informed regarding student progress or problems				
Keeps administrators informed of problems and progress				

**Comments and/or Suggestions:**

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Employee Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal Signature \_\_\_\_\_ Date \_\_\_\_\_

Director of Education  
Signature \_\_\_\_\_ Date \_\_\_\_\_

## Grade Level Meeting

Date

Attendance

Academic Concerns

General Concerns

Upcoming Fieldtrips/Requests

Dates to Remember

Materials/Supplies

**Signatures:**

**Date:**

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## ATTACHMENT B

### Checklist for Special Education Students

Miscellaneous
Files are kept in a secure location
Documents that should be in File
Log Sheet
Original Request for Special Education Evaluation
Original Psychoanalytic report –MET, etc.
Current IEP (dated less than one year from today)
Current Psychoanalytic report (dates less than three years from today)
Case conference notification from most recent case conference
Components of the Case Conference Notification
Date the notification was sent (should be at least 10 days before scheduled conference)
List of all case conference contact attempts including letters sent by mail, letters sent home with child, and phone calls
Notice of all invited parties and their roles
Notice that parents may invite other interested parties
Notice clearly stating the date, time, and location of the case conference
Components of the current IEP
Last case conference must have been less than one year from today
Purpose of case conference (annual IEP review, transition, triennial testing, etc.)
Statement of eligibility including primary and secondary (if needed) disability
Student's present levels of educational performance
Behavior Plan if student has a Functional Behavior Assessment
Assistive technology needs statement (if student doesn't need assistive technology, this should be clearly stated)
Extended school year statement (if student does not need ESY, this should be clearly stated)
Statement indicating the timeline for reporting progress of student to parents
Statement indicating testing program (ISTEP+, ISTAR, etc.)
Testing accommodations (must be allowable by state)
List of case conference participants with roles and signatures
Statement of recommended services including placement in the least restrictive environment
Statement of length of services
Statement of frequency of services
Statement of location of services
Statement indicating any situation in which the student will NOT participate with non-disabled students
Parents indication of receiving the procedural safeguards
Parental signature indicating he/she agrees with CCC recommendations
Appropriate measurable annual goals for each area of disability
Statement indicating how goals will be measured/evaluated
Statement of all appropriate accommodations for each set of goals



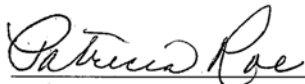
### Assurances Statement

*This form must be signed by a duly authorized representative of the applicant for renewal and submitted with the Renewal Application. An application will be considered incomplete if it is not accompanied by the Assurances Form signed by an authorized individual.*

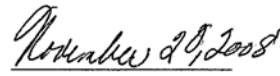
As the authorized representative of the applicant, I hereby certify that the information submitted in this application for charter renewal for Simon Henry Elementary (name of school) to be located at 2424 S. Meridian Blvd. (location of school) is true to the best of my knowledge and belief; and further I understand that, if awarded a renewal, the school:

1. will not charge tuition, fees, or other mandatory payments for attendance at the charter school, or for participation in its programs, except for a preschool program or a latch key program. IC 20-5.5-8-2
2. will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case, each timely applicant will be given equal chance of admission. IC 20-5.5-5-4
3. will provide the number of students enrolled in the charter school, the name of each student and the school corporation in which each student resides to the Indiana Department of Education by the date established thereby. IC 20-5.5-7-3
4. will submit an annual report to the Indiana Department of Education in the form required thereby. IC 20-5.5-9-1
5. will submit attendance records, student performance data, financial information, any information necessary to comply with state and federal government requirements, and any other information specified in the charter to the Mayor's Office. IC 20-5.5-9-5
6. will participate in the Indiana State Teachers' Retirement Fund in accordance with IC 21-6.1 and the Public Employees Retirement Fund in accordance with IC 5-10.3. IC 20-5.5-6-7, and/or another comparable and appropriate pension or retirement fund approved by the Mayor's Office.
7. will maintain separate accountings of all funds received and disbursed by the school. IC 20-5.5-7-1
8. will employ individuals who teach that hold a license to teach in a public school in Indiana under I.C. 20-6.1-3 or are in the process of obtaining a license to teach in a public school in Indiana under the transition to teaching program set forth in IC 20-6.1-3.11. IC 20-5.5-6-5
9. will permit certified employees at the charter school the opportunity to organize and bargain collectively under I.C. 20-7.5. IC 20-5.5-6-3
10. will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted government accounting principles.
11. will at all times maintain all necessary and appropriate insurance coverage.

12. will indemnify and hold harmless the City of Indianapolis (including without limitation, the Mayor's Office), the State of Indiana, all school corporations providing funds to the charter school, and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.
13. will follow all federal and state laws and constitutional provisions that prohibit discrimination on the basis of the following: disability, race, color, gender, national origin, religion and ancestry. IC 20-5.5-2-2
14. will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
15. will be non-religious in its programs, admissions policies, governance, employment practices and all other operations, and its curriculum will be completely secular.
16. will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it.
17. will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.



Authorized Representative's Signature



Date















